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> Data Collected Through the SSOCS

**School
Survey
On
Crime &
Safety**

Data Collected Through the SSOCS

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> Data Collected Through the SSOCS > Module Objectives

00:00:19

Module Objectives

- Describe the SSOCS questionnaire
- Describe data collection procedures and timeline
- Describe respondent sources of information
- Describe completion of critical items


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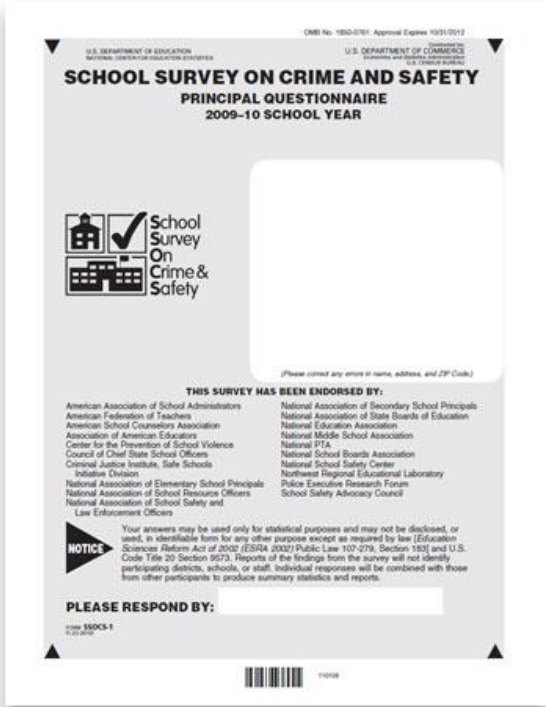
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> Data Collected Through the SSOCS > School Practices and Programs

00:02:03

School Practices and Programs



- The SSOCS survey instrument covers nine topics related to school crime and safety
- The first section of the SSOCS survey instrument, “School Practices and Programs,” addresses current school practices and programs that may relate to crime and discipline
- There are three main questions in this section
 - School practices related to school safety
 - Written plans for procedures to be performed in the event of possible crises
 - Formal programs intended to prevent or reduce violence

00:01:34

Parent and Community Involvement

Parent and Community Involvement at School

4. Which of the following does your school do to involve or help parents?

• Check "Yes" or "No" on each line.

	YES	NO
a. Have a formal process to obtain parental input on policies related to school crime and discipline	100	1 2
b. Provide training or technical assistance to parents in dealing with students' problem behavior	100	1 2
c. Have a program that involves parents at school* helping to maintain school discipline	104	1 2

5. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2009-10 school year?

• Check one response on each line.

	0-25%	26-50%	51-75%	76-100%	School does not offer
a. Open house or back-to-school night	104	1 2	1 4	1 6	
b. Regularly scheduled parent-teacher conferences	100	1 2	1 4	1 6	
c. Special subject-area events (e.g., science fair, concerts)	100	1 2	1 4	1 6	
d. Volunteered at school* or served on a committee	100	1 2	1 4	1 6	

6. Were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools?

• Check "Yes" or "No" on each line.

	YES	NO
a. Parent groups	104	1 2
b. Social service agencies	100	1 2
c. Juvenile justice agencies	100	1 2
d. Law enforcement agencies	110	1 2
e. Mental health agencies	110	1 2
f. Civic organizations/service clubs	114	1 2
g. Private corporations/businesses	114	1 2
h. Religious organizations	114	1 2

*Please use the definition on page 2.

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- The second section, “Parent and Community Involvement at School,” collects information about efforts to involve parents in maintaining school discipline and responding to students’ problem behaviors

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> Data Collected Through the SSOCS > School Security Staff

00:00:48

School Security Staff

School Security Staff

7. During the 2009-10 school year, did you have any security guards, security personnel, or sworn law enforcement officers present at **your school*** at least once a week?

☐ Yes
☐ No [GO TO Question 12 on page 9.](#)

8. Were these security guards, security personnel, or sworn law enforcement officers used at least once a week in or around your school at the following times?

Check "Yes" or "No" on each line.

	YES	NO
a. At any time during school hours	<input type="checkbox"/>	<input type="checkbox"/>
b. While students were arriving or leaving	<input type="checkbox"/>	<input type="checkbox"/>
c. At selected school activities (e.g., athletic and social events, open houses, science fairs)	<input type="checkbox"/>	<input type="checkbox"/>
d. When school/school activities were not occurring	<input type="checkbox"/>	<input type="checkbox"/>

9. How many of the following were present in your school at least once a week?

If an officer works full-time across various schools in the district, please count this officer as "part-time" for your school.

If none, please place an "X" in the None box.

	Number at your school*
a. Security guards or security personnel (not law enforcement)	
i. Full-time <div> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> None </div>	
ii. Part-time <div> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> None </div>	
b. School Resource Officers (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)	
i. Full-time <div> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> None </div>	
ii. Part-time <div> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> None </div>	
c. Sworn law enforcement officers who are not School Resource Officers	
i. Full-time <div> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> None </div>	
ii. Part-time <div> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> None </div>	

*Please use the definition on page 2.

- The "School Security Staff" section of the survey asks respondents about the presence of security guards, security personnel, School Resource Officers, and other sworn law enforcement officers at their schools

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> Data Collected Through the SSOCS > Staff Training

00:00:40

Staff Training

12. During the 2009–10 school year, did your school or school district provide any of the following for classroom teachers or aides?

Check "Yes" or "No" on each line.

		YES	NO
a. Training in classroom management for teachers	268	<input type="checkbox"/>	<input type="checkbox"/>
b. Training in school-wide discipline policies and practices related to violence*	268	<input type="checkbox"/>	<input type="checkbox"/>
c. Training in school-wide discipline policies and practices related to alcohol and/or drug use	269	<input type="checkbox"/>	<input type="checkbox"/>
d. Training in safety procedures (e.g., how to handle emergencies)	270	<input type="checkbox"/>	<input type="checkbox"/>
e. Training in recognizing early warning signs of students likely to exhibit violent behavior	272	<input type="checkbox"/>	<input type="checkbox"/>
f. Training in recognizing signs of students using/abusing alcohol and/or drugs	274	<input type="checkbox"/>	<input type="checkbox"/>
g. Training in positive behavioral intervention strategies	276	<input type="checkbox"/>	<input type="checkbox"/>
h. Training in crisis prevention and intervention	277	<input type="checkbox"/>	<input type="checkbox"/>

*Please use the definition on page 2.

- The fourth section, "Staff Training," asks respondents about training provided by the school or school district for classroom teachers or aides

> Data Collected Through the SSOCs > Limitations on Crime Prevention

00:00:49

Limitations on Crime Prevention


Limitations on Crime Prevention

13. To what extent do the following factors limit your school's efforts to reduce or prevent crime?

• Check one response on each line.

● Check one response on each line.		Limits in major way	Limits in minor way	Does not limit	
a.	Lack of or inadequate teacher training in classroom management	293	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b.	Lack of or inadequate alternative placements/programs for disruptive students	292	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c.	Likelihood of complaints from parents	284	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d.	Lack of teacher support for school policies	286	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e.	Lack of parental support for school policies	288	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f.	Teachers' fear of student retaliation	290	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g.	Fear of litigation	292	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h.	Inadequate funds	294	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i.	Inconsistent application of school policies by faculty or staff	296	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j.	Fear of district or state reprisal	298	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k.	Federal, state, or district policies on disciplining special education students*	300	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l.	Federal policies on discipline and safety other than those for special education students*	302	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m.	State or district policies on discipline and safety other than those for special education students*	304	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

- The fifth section, "Limitations on Crime Prevention," asks respondents whether there are barriers to efforts to reduce or prevent crime by any factors related to teachers, parents, students, or administrative policies

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> Data Collected Through the SSOCs > Frequency of Crime and Violence at School

00:00:35

Frequency of Crime and Violence at School

Frequency of Crime and Violence at School

14. During the 2009–10 school year, have any of your school's students, faculty, or staff died as a result of a homicide committed **at your school**?

308 1 ☐ Yes
2 ☐ No

15. During the 2009–10 school year, has there been at least one incident **at your school*** that involved a shooting (regardless of whether anyone was hurt)? Please include those incidents that occurred **at school***, regardless of whether a student or non-student used the **firearm**.

308 1 ☐ Yes
2 ☐ No

- The sixth section, “Frequency of Crime and Violence at School,” focuses on the incidence of homicides and shootings that occur at school

> Data Collected Through the SSOCS > Number of Incidents

00:01:04

Number of Incidents

Number of Incidents

16. Please record the number of incidents that occurred **at school*** during the 2009-10 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)

- If none, please place an "X" in the None box.

Please provide information on:

- The number of incidents, not the number of victims or offenders.
- Recorded incidents, regardless of whether any disciplinary action was taken.
- Recorded incidents, regardless of whether students or non-students were involved.
- Incidents occurring before, during, or after normal school hours.

	Column 1 Total number of recorded incidents		Column 2 Number reported to police or other law enforcement	
a. Rape* or attempted rape*	000	None	000	None
b. Sexual battery* other than rape* (Include threatened rape*)	000	None	000	None
c. Robbery* (taking things by force)				
i. With a weapon*	000	None	000	None
ii. Without a weapon*	000	None	000	None
d. Physical attack or fight*				
i. With a weapon*	000	None	000	None
ii. Without a weapon*	000	None	000	None
e. Threats of physical attack*				
i. With a weapon*	000	None	000	None
ii. Without a weapon*	000	None	000	None
f. Theft/felony* (taking things worth over \$10 without personal confrontation)	000	None	000	None
g. Possession of a firearm or explosive device*	000	None	000	None
h. Possession of a knife or sharp object	000	None	000	None
i. Distribution, possession, or use of illegal drugs	000	None	000	None
j. Inappropriate distribution, possession, or use of prescription drugs	000	None	000	None
k. Distribution, possession, or use of alcohol	000	None	000	None
l. Vandalism*	000	None	000	None

*Please use the definition on page 2.

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- The seventh section, "Number of Incidents," asks respondents about a variety of criminal incidents that may have occurred at the schools during the current school year

> Data Collected Through the SSOCS > Disciplinary Problems and Actions

00:02:46

Disciplinary Problems and Actions

Disciplinary Problems and Actions

20. To the best of your knowledge, how often do the following types of problems occur **at your school**?

Check one response on each line.

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial/ethnic tensions	214	2	2	4	5
b. Student bullying	215	2	2	4	5
c. Student sexual harassment* of other students	216	2	2	4	5
d. Student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)	217	2	2	4	5
e. Widespread disorder in classrooms	218	2	2	4	5
f. Student verbal abuse of teachers	219	2	2	4	5
g. Student acts of disrespect for teachers other than verbal abuse	220	2	2	4	5
h. Gang* activities	221	2	2	4	5
i. Cult or extremist group* activities	222	2	2	4	5

21. Cyberbullying occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. To the best of your knowledge, thinking about problems that can occur anywhere (both **at your school*** and away from school), how often do the following occur?

Check one response on each line.

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Cyberbullying among students who attend your school	223	2	2	4	5
b. School environment is affected by cyberbullying	224	2	2	4	5
c. Staff resources are used to deal with cyberbullying	225	2	2	4	5

*Please use the definition on page 2.

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- The eighth section, “Disciplinary Problems and Actions,” asks
 - The degree to which schools face disciplinary problems
 - The impact of cyber-bullying on the school
 - The disciplinary actions for infractions, including:
 - Types of disciplinary actions
 - Use of disciplinary actions
 - The number of students by infraction and disciplinary actions used

> Data Collected Through the SSOCs > Survey Topics and Questions

00:00:48

Survey Topics and Questions

School Characteristics: 2009-10 School Year

25. As of October 1, 2009, what was your school's total enrollment?

100 Students

26. What percentage of your current students fit the following criteria?
 ♦ If none, please place an "X" in the None box.

	Percent of students
a. Eligible for free or reduced-price lunch	100 <input type="text"/> % <input type="checkbox"/> None
b. Limited English Proficient (LEP)	100 <input type="text"/> % <input type="checkbox"/> None
c. Special education students*	100 <input type="text"/> % <input type="checkbox"/> None
d. Male	100 <input type="text"/> % <input type="checkbox"/> None

27. What is your best estimate of the percentage of your current students who meet the following criteria?
 ♦ If none, please place an "X" in the None box.

	Percent of students
a. Below the 15 th percentile on standardized tests	100 <input type="text"/> % <input type="checkbox"/> None
b. Likely to go to college after high school	100 <input type="text"/> % <input type="checkbox"/> None
c. Consider academic achievement to be very important	100 <input type="text"/> % <input type="checkbox"/> None


28. How many classroom changes do most students make in a typical day?
 ♦ Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.
 ♦ If none, please place an "X" in the None box.

100 Typical number of classroom changes
☐ None

*Please use the definition on page 2.

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- The ninth and final section of the survey, "School Characteristics," asks respondents about school and student characteristics



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> Data Collected Through the SSOCs > Data Collection Procedures and Timeline

00:01:16

Data Collection Procedures and Timeline




Why is the SSOCs important?

To address school crime, parents, school staff, and policymakers must understand the extent and nature of the problem. SSOCs is designed to provide measures of crime and safety in the nation's public schools. Some findings from the 2007/08 school year:

- The rate of violent incidents per 1,000 students was higher in middle schools (41 incidents) than in primary schools (28 incidents) or high schools (22 incidents).
- For students involved in the use or possession of a weapon other than a firearm or explosive device at school, the most frequently used disciplinary action was an out-of-school suspension lasting 5 or more days (41 percent).
- Compared to schools in towns (31 percent) or rural areas (24 percent), larger percentages of city (49 percent) and suburban (43 percent) schools reported having a written plan for procedures to be followed if the U.S. Department of Homeland Security issues a warning for a serious risk of terrorist attack.
- A higher percentage of middle schools reported drilling students using a written plan describing the procedures to be performed during a shooting (61 percent) than high schools (57 percent) or primary schools (49 percent).

What topics are covered in the questionnaire?


- School policies and programs concerning crime and safety.
- Student and teacher involvement in efforts to prevent or reduce school violence.
- Frequency and types of disciplinary actions such as expulsions, transfers, and suspensions for selected offenses, and
- Frequency and types of crimes at school, including rape, sexual battery, physical attack, robbery, theft, and vandalism.



Why was my school selected?

There are more than 80,000 public schools in the United States and only a small proportion can be surveyed at one time. Your school was selected to represent schools similar to yours from across the nation. Your participation is important so the results represent the diversity of America's public schools.

- SSOCs is a mail survey with telephone follow-up
- Principals of the sampled schools receive a brochure describing the importance of the survey
- NCES mails the questionnaires during in the spring semester - generally in February or March

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> Data Collected Through the SSOCS > Sources of Information for Responses

00:01:43

> Data Collected Through the SSOCS > Completion of Critical Items


00:01:44

Completion of Critical Items

Critical Items in the SSOCS*

Item Number	Question description
7	Presence of any security personnel
8	Presence of security personnel during various times of day
14	Any homicides during the school year
15	Any incidents involving firearms during the school year
16	Incidents of crime during the school year
17	Gang-related incidents during the school year
20	Disciplinary incidents during the school year
23	Offenses and disciplinary actions
24	Removal and transfer of students for disciplinary reasons
25	Enrollment total
26	Characteristics of student body
27	Characteristics of student body
31	School type
32	Average daily attendance
33	Numbers of student transfers to and from school

*Item numbers correspond to the 2009-2010 SSOCS questionnaire.

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> Data Collected Through the SSOCS > Summary and Resources

00:00:36

Summary and Resources

This module described the SSOCS survey content in terms of:

- The SSOCS questionnaire;
- Data collection procedures and timeline;
- Respondent sources of information; and
- Completion of critical items

Resources

- [User's manual](#)
- [Questionnaires](#)